Targeted Improvement Plan (TIP) Executive Summary 2025–2026 School Year

This document provides a concise overview of Texas Leadership Public School(TLPS) District's Targeted Improvement Plan (TIP), a two-year commitment to accelerated student progress and exit from state intervention. The plan is structured to align with the requirements of the Texas Education Agency (TEA) and the Effective Schools Framework (ESF).

I. Overview and Core Strategy

This section introduces the plan's scope, governing body approval, and the central strategy to drive improvement.

- Identified Campuses: TLCA Abilene (Campus District Code Number [CDCN] 226801004) and Trinity Leadership (CDCN 226801003).
- Plan Submission: Developed and submitted by the District Coordinator of School Improvement (DCSI), Paula Kelly.
- Board Approval: The plan is to formally present for Board Approval on November 18, 2025, following stakeholder presentation.
- Core Strategy (ESF Lever 1 & 5): The strategy is Intensive Curriculum & Instruction Improvements, aligned with ESF Lever 1: Strong Core Instruction and ESF Lever 5: Strong Instructional Leadership.
- Program/Vendor: The strategy is implemented through Strong Foundations Implementation (Bluebonnet Math curriculum and Local Accountability System Option 3 [LASO 3] Grant), supported by Great Minds Leadership and coaching.
- Key Support Staff: Dedicated support staff includes the Chief Academic Officer (CAO), Executive Director of Curriculum and Instruction, Director of Academics & Instructional Support, District Math Coordinator (Lead) K-8, and Directors of Teaching and Learning.

II. Student Outcome Goals (2025–2026)

The district has set ambitious, accelerated goals for the State of Texas Assessments of Academic Readiness (STAAR) performance, aiming to secure a minimum of 2.0 points in Domain I ("Meets Grade Level or Above" standard) for each campus.

Campus (CDCN)	Metric	Current Performance	2025-2026 Goal (2.0 Point Target)
TLCA Abilene (226801004)	ELA/Reading Meets Goal	45%	**49%**
	Math Meets Goal	29%	**39%**
	Domain III Academic Achievement Points	19/32	**25/32** (Increase by 6 points)
Trinity Leadership (226801003)	ELA/Reading Meets Goal	38%	**46%**
	Math Meets Goal	12%	**20%**
	Domain III Academic Achievement Points	10/32	**18/32** (Increase by 8 points)

Note: The interim target for the Student Success Status (SSS) component, measuring progress toward College, Career, and Military Readiness (CCMR), is 73%.

III. Capacity Building and Milestones

This section summarizes the professional development and implementation timeline necessary to execute the plan with fidelity.

- **Instructional Materials:** The plan mandates fidelity to SBOE-approved High-Quality Instructional Materials (HQIM) (e.g. Bluebonnet, Savvas/MyPerspectives, McGraw Hill).
- **Assessments:** Assessment cycles include weekly selection tests/exams, routine IXL diagnostics (Beginning of Year [BOY], Middle of Year [MOY], End of Year [EOY]), and the STAAR Interim Assessment (February).
- **Capacity Building:** Administrative leaders receive LEAD training and Strong Foundations Implementation (SFI) (8 hours at BOY). Teachers receive bi-weekly observation and feedback cycles, weekly lesson rehearsals (for targeted support), and weekly Professional Learning Communities (PLCs). Special Populations support emphasizes Multi-Tiered System of Support (MTSS) tiered instruction and just-in-time

intervention training, specially with emphasis on small group instruction after the presentation of the main lesson.

Key Milestones (SY 2025-2026):

- **August 2025:** All teachers complete initial HQIM training and weekly PLC schedules are finalized.
- **September 2025:** Instructional leaders conduct HQIM Fidelity Walkthroughs, and BOY IXL Diagnostics are administered and analyzed in PLCs.
- **October - December 2025:** Biweekly observation/feedback cycles are maintained; District leadership reviews fidelity and progress data quarterly.
- **December 2025: MOY** Check with IXL Diagnostics is conducted, and leadership reviews results against interim targets.
- **February 2026:** Administration of the STAAR Interim Assessment in Reading Language Arts (RLA) and Math to inform instructional adjustments.
- **March - May 2026:** Focused, differentiated support and intervention are provided to close gaps identified by MOY/Interim data prior to the spring STAAR administration.
- **June - August 2026:** EOY Review of Diagnostics and STAAR results is conducted, informing the 2026-2027 plan iteration

  NOTE: The district will follow a similar milestone progress form 26-27 if required by the state. The district will review Final performance to rebalance goals and set timelines for continued improvement.

IV. Performance Management & Resources

The district utilizes a continuous performance management cycle to monitor progress and commits the necessary resources to ensure strategy success.

- **Monitoring Method:** Campus Leadership meets monthly in Principal/Assistant Principal (AP) PLCs. District Leaders hold formal quarterly check-in math meetings.
- **Responsible Team:** Oversight is shared by the DCSI, CAO, Executive Director of Curriculum and Instruction, Director of Academics, Directors of Teaching and Learning, and the District Math Coordinator.
- **Data Sources:** Progress is evaluated using data from IXL (Reading Language Arts [RLA] and Math) Benchmark data, MCLASS BOY/MOY/EOY review, formal Teacher Performance Appraisal System (TTESS) review, HQIM Walkthrough data (via Looker Studio), and STAAR/End of Course (EOC) results.
- **Reporting:** Performance reports are shared quarterly via a local dashboard with the Executive team (Oct, Jan, Late Mar, Jun).
- **Estimated Cost: $375,000**
- **Source/Contingency:** The primary source of funds is LASO 3 and Title 1.